



May, 2021

Editor

Olga Solomontos-Kountouri
Theological School of the Church of Cyprus,
Nicosia, Cyprus.

Guest Editor

Maria Bacikova-Sleskova
P.J. Šafárik University in Košice, Slovakia.

In this Issue...

- p. 1 Letter from the President
- p.2 Special issue: Adolescents during Covid-19 pandemic
 1. Perceived stress as mediator for longitudinal effects of the COVID-19 lockdown on wellbeing of parents and children
 2. Did Perceived Parenting in Adolescence Change as a Result of the COVID-19 Lockdown?
 3. Can self-concept clarity protect against a pandemic?
 4. Development of Parent-Adolescent Relationships During the COVID-19 Pandemic: The Role of Stress and Coping
 5. Reported Changes in Adolescent Psychosocial Functioning during the COVID-19 Outbreak
 6. Young adults' personal concerns during the COVID-19 pandemic in Finland: an issue for social concern
 7. Young adults' personal concerns during the COVID-19 pandemic in Finland: an issue for social concern
 8. A mixed methods research approach to investigate undergraduate students' perceptions of changes enforced due to COVID-19
 9. Ongoing projects on COVID-19
- p. 19 EARA Young Scholars activities at the digital EARA conference in Porto
- p. 20 EARA Announcement: Webinars, Video
- p. 21 EARA Publications
- p. 26 Inquires

From the President

Dear EARA members, now winter has gone and spring announces the next summer. Not only nature awakens, but also our society gradually moves again, towards restoration of social life and freedom. We all look forward to meet each other again, but in the meantime, we, as scientists, try to understand what the COVID-19 pandemic causes for adolescents and their families. The studies of EARA members in this newsletter shed light on this, conforming the vulnerability of adolescents during this crisis. Particularly, showing that different adolescents experience the objective social constraints that the COVID-19 pandemic creates differently, some really suffer and need our help and support, others cope well with the uncertainty that this crisis creates. Identifying crucial characteristics of the latter group of youngsters can help us better support their vulnerable age mates.

Of course, it is not only adolescents that are impacted by the COVID-19 pandemic, but also, we as researchers, PhD students, postdocs, and supervisors. As this newsletter shows, this pandemic creates opportunities for interesting and important research. However, we also experience that remote working, research delays, increasing workload, and childcare obligations for some of us are taking their toll and are causing stress and anxiety. That's why research teams are investing again in social activities and group meetings, now the end of the COVID-19 pandemic seems to be in sight. But do not wait to support and take care of each other till the pandemic is completely gone! Get in touch with each other through the

social media, mail, phone and other tools, and through EARA!

Join our upcoming EARA webinars on understanding and practicing open science (June 18, 2021) and writing articles in the open science era (October 15, 2021). More information at <https://www.earaonline.org/resources/webinars/> and many thanks to all organizers and chairs of these webinars.

Are you interested in the research work of our young scholars? Check out the Emerging Scholar Spotlight at the EARA website. Each month a recent publication, authored by an EARA Young Scholar, that appeared in an international journal is put in the spotlight. The best way to know how our vibrant community of young scholars is contributing to the study of adolescence!

Do you still remember the EARA conference we enjoyed online in Porto 2020? Videos of keynotes, discussions and invited symposia are still available for EARA members in our Youtube channel and at <https://www.earaonline.org/resources/videos/>.

Enjoy!

We start looking forward to our meeting in Dublin for our 18th EARA Conference in the last week of August 2022. As things are now, most likely we will meet onsite in beautiful Dublin! Preparations are progressing smoothly under the guidance of Jennifer Symonds and her dynamic team! Interesting keynote speakers are invited and ideas for special sessions are developed. More information through the EARA website and the conference website that soon will be online. Stay tuned!

Warm regards, and wish you all an inspiring and vibrant summer!

Wim Beyers
EARA President
Ghent University, Belgium

Special Issue: Adolescents during Covid-19 pandemic

Submitted by Maria Bacikova-Sleskova (P.J. Šafárik University in Košice, Slovakia)

In this Newsletter we present several studies and two ongoing projects focusing on adolescents in the times of Covid-19 pandemic. All presented studies use data from the first wave of pandemic collected mostly in spring 2020. The results seem to be mixed. Some of them show decrease in adolescent well-being or worsening in quality of family processes, while others report no change or even an increase.

Overall, the studies suggest that adolescents did quite well during the first wave. However, we do not know yet whether the situation remains optimistic after a year of pandemic. With time chronic stress and uncertainty, new studies on consequences of pandemic after one year are still needed.

1. Perceived stress as mediator for longitudinal effects of the COVID-19 lockdown on wellbeing of parents and children

Michelle Achterberg (Erasmus University Rotterdam, Rotterdam; Leiden University, Leiden, The Netherlands)

Whereas children and adolescents are largely unaffected by COVID-19 in terms of infectious morbidity and mortality, dealing with lockdown and quarantine may have negative effects on their wellbeing¹. At the same time, a lockdown situation might also reduce daily hassles and stress in some families, possibly facilitating parent-child bonding^{2,3}. One potential mechanism that may influence the direction of wellbeing during lockdown is perceived stress by parents and children.

We tested the hypothesis that perceived stress influences COVID-19 lockdown induced changes in wellbeing of parents and children (10-13-year-old), using the longitudinal twin study of the Leiden Consortium on Individual Development (LICID4). This ongoing longitudinal study involves multiple assessments of wellbeing in twin families and was extended with an online assessment during the COVID-19 lockdown.

Longitudinal changes in wellbeing of parents and children

In general, we observed relatively low estimates of stress within our sample. Nonetheless, there were significant changes in longitudinal trajectories that can possibly be directly related to the COVID-19 situation. We found a strong increase in parental negative feelings during the COVID-19 lockdown (Figure 1a). This is in line with previous reports that indicated the increased demands on parents, who suddenly have to homeschooling their children, work remotely and might experience excessive worrying about the pandemic situation⁵.

For children, we found no strong evidence for changes in externalizing behavior, but there was a marginally significant decrease between 2019 and COVID-19 lockdown. This could indicate that children experience less externalizing behavior, possibly due to less school and sport obligations and more parent-child interaction².

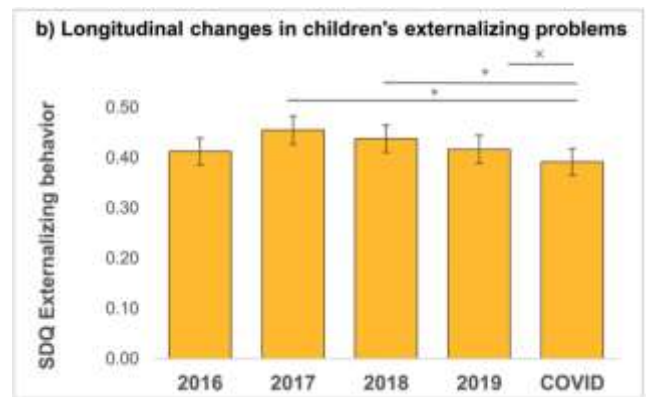
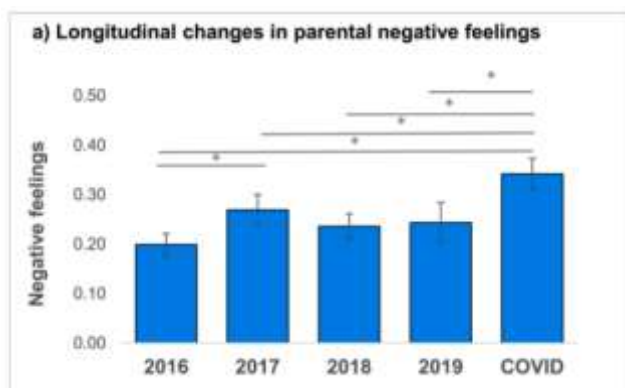


Figure 1. Longitudinal changes in wellbeing of parents (a) and children (b) Asterisk indicate significant differences ($p < .05$), crosses indicate marginally significant differences ($p = .056$).

Stress during the lockdown mediates longitudinal changes in wellbeing

Changes in parental negative feelings and children's externalizing behavior were mediated by perceived stress: higher scores prior to the lockdown were related to more stress during the lockdown, which in turn was associated with an increase in parental negative feelings and children's externalizing behavior. These findings show how prior psychological or behavioral problems might be a risk factor for negative outcomes of the COVID-19 lockdown⁶.

Negative coping strategies and parental overreactivity influence stress

Perceived stress in parents and children was significantly associated with negative coping strategies, but not with positive coping strategies. Additionally, children's stress levels were influenced by prior and current parental overreactivity. Thus, children in families with negative coping strategies and (a history of) parental overreactivity might be at risk for negative consequences of the lockdown.

Take home message

Parents and children with relatively lower wellbeing (i.e., more negative feelings in parents and more externalizing behavior in children) prior to the COVID-19 situation experienced more perceived stress during the lockdown, which resulted in even lower wellbeing during lockdown. Moreover, we

found that negative coping strategies and parental overreactivity were associated with increased stress during lockdown. These results provide important implications for parental support programs, in determining which families might need additional support during the pandemic and thereafter.

Reference to original publication:

Achterberg, M., Dobbelaar, S., Boer, O.D. et al. Perceived stress as mediator for longitudinal effects of the COVID-19 lockdown on wellbeing of parents and children. *Sci Rep* 11, 2971 (2021). <https://doi.org/10.1038/s41598-021-81720-8>
<https://www.nature.com/articles/s41598-021-81720-8>

Link to the project:

<https://www.universiteitleiden.nl/en/research/research-projects/social-and-behavioural-sciences/leiden-consortium-on-individual-development-l-cid>

Selected references

1. Jiao, W. Y. et al. Behavioral and Emotional Disorders in Children during the COVID-19 Epidemic. *Journal of Pediatrics* 221, 264-+ (2020).
2. Bruining, H., Bartels, M., Polderman, T. J. & Popma, A. COVID 19 and child and adolescent psychiatry: an unexpected blessing for part of our population? *European Child & Adolescent Psychiatry* (2020)
3. Masten, A. S. & Motti-Stefanidi, F. Multisystem Resilience for Children and Youth in Disaster: Reflections in the Context of COVID-19. *Advers Resil Sci* 1–12 (2020) doi:10.1007/s42844-020-00010-w.
4. Crone, E. A. et al. Neural and behavioral signatures of social evaluation and adaptation in childhood and adolescence: The Leiden consortium on individual development (L-CID). *Developmental Cognitive Neuroscience* 45, (2020).

5. Cluver, L. et al. Parenting in a time of COVID-19. *Lancet* 395, e64 (2020).
6. Bonanno, G. A., Brewin, C. R., Kaniasty, K. & Greca, A. M. Weighing the Costs of Disaster: Consequences, Risks, and Resilience in Individuals, Families, and Communities. *Psychol Sci Public Interest* 11, 1–49 (2010).

2. Did Perceived Parenting in Adolescence Change as a Result of the COVID-19 Lockdown?

Maria Bacikova-Sleskova (P.J.Šafárik University in Košice, Slovakia)

The first COVID-19 lockdown was an unexpected event that brought many changes to the lives of individuals as well as family functioning. In some families, lockdown has caused many problems. The stress caused by job insecurity, financial strain or unemployment may disrupt efficient parenting (Bacikova-Sleskova et al., 2015). In families that had been experiencing problems before COVID-19, the forced increase in time spent together may have led to a rise in tension, conflicts and even domestic violence and child abuse (Fegert et al., 2020). The lack of personal space at home, changes in daily routine, boredom, frustration and the increased frequency of interactions with family members are among further stressors. As the level of parental stress increases, parents may become more engaged in poorer parenting, which is further associated with a worsening of the parent-child relationship (Deater-Deckard, 1998). On the other hand, for families that have not experienced financial or job insecurity or other stressors, temporal lockdown may have brought an interesting and positive change to their daily routine associated with more quality time spent together as a family and increased closeness between members. Many parents experienced this welcome slow-down as a time for reflection, reorganization of priorities and time that could be spent with children. Some studies have shown no change or even improvements in the quality

of couple relationship during Covid-19 (Lewandowski & Murray, 2020; Günther-Bel et al., 2020).

The aim of this study was to explore the changes in maternal parenting as perceived by adolescents (psychological control, autonomy support and overcontrol) as a result of the COVID-19 lockdown. Three research questions were: Did maternal parenting practices as perceived by change as a result of the lockdown? Did the changes vary according to gender and maternal employment situation during COVID-19? Did the changes vary according to the initial quality of the mother-adolescent relationship?

The study uses data from a larger study collected in February and the first week of March 2020. The lockdown (13th of March 2020) was treated as an intervention and brought the opportunity to conduct a natural experiment. A follow up data collection was conducted in the beginning of May 2020. In total, 155 adolescents participated in both waves (mean age 14.5 years, 60.4% girls). The final sample was biased toward higher achieving pupils with less problematic behaviour and more adaptable personality characteristics.

The results of paired t-tests show a large significant decrease in perceived psychological control ($t=8.87$; $p\leq 0.000$; $d=0.72$), a significant decrease in feelings of overcontrol with a small effect size ($t=2.38$; $p=0.018$; $d=0.19$) and no change in perceived autonomy support. Linear regression models show that neither gender nor maternal employment situation predicted a change in any of the studied variables. On the other hand, lower levels of satisfaction with the relationship with the mother and higher levels of disobeying parents at T1 predicted a lower decrease in perceived psychological control. Moreover, higher levels of satisfaction with the relationship with the mother predicted a higher increase in perceived autonomy support.

The present study was important step in understanding the actual changes in perceived parenting as a result of the COVID-

19 lockdown rather than a retrospective perceptions of change. Based on our results and previous studies, we argue that the COVID-19 lockdown may have had a positive effect on the dynamics in some families.

The question remains as to whether the improvement in perceived parenting found in our study is a temporary reaction to a stressful event or has more long-term consequences. The present study was conducted during the first wave of COVID-19 pandemic which was quite specific as it was new and brought acute stress as well as the belief that it would be a short-term situation that could be managed by acting responsibly. As the pandemic situation has been prolonged, the stress has become more chronic and the uncertainty increases (Gruber et al., 2020). Chronic stress has more negative consequences than acute stressors (McGonagle & Kessler, 1990) and thus the positive change in perceived parenting may only be temporary.

Reference to original publication

Bacikova-Sleskova, M., Barbierik, L., Janovska, A., Kalina, O., Orosova, O. (2021). Did Perceived Parenting in Adolescence Change as a Result of the COVID-19 Lockdown? A Natural Experiment. *Couple and Family Psychology: Research and Practice*. In press. <https://doi.org/10.1037/cfp0000167>

Selected references:

- Bacikova-Sleskova, M., Benka, J., & Orosova, O. (2015). Parental employment status and adolescents' health: the role of financial situation, parent-adolescent relationship and adolescents' resilience. *Psychology & health*, 30(4), 400-422. <https://doi.org/10.1080/08870446.2014.976645>
- Deater-Deckard, K. (1998). Parenting stress and child adjustment: Some old hypotheses and new questions. *Clinical psychology: Science and practice*, 5(3), 314-332. <https://doi.org/10.1111/j.1468-2850.1998.tb00152.x>

Fegert, J.M., Vitiello, B., Plener, P.L. & Clemens, V. (2020). Challenges and burden of the Coronavirus 2019 (COVID-19) pandemic for child and adolescent mental health: a narrative review to highlight clinical and research needs in the acute phase and the long return to normality. *Child and Adolescent Psychiatry and Mental Health* 14, 20. <https://doi.org/10.1186/s13034-020-00329-3>

Gruber, J., Prinstein, M. J., Clark, L. A., Rottenberg, J., Abramowitz, J. S., Albano, A. M., Aldao, A., Borelli, J. L., Chung, T., Davila, J., Forbes, E. E., Gee, D. G., Hall, G. C. N., Hallion, L. S., Hinshaw, S. P., Hofmann, S. G., Hollon, S. D., Joormann, J., Kazdin, A. E., ... Weinstock, L. M. (2020). Mental health and clinical psychological science in the time of COVID-19: Challenges, opportunities, and a call to action. *American Psychologist*. <https://doi.org/10.1037/amp0000707>

Günther-Bel, C., Vilaregut, A., Carratala, E., Torras-Garat, S., & Pérez-Testor, C. (2020). A Mixed-method Study of Individual, Couple and Parental Functioning During the State-regulated COVID-19 Lockdown in Spain. *Family process*. Advanced online publication <https://doi.org/10.1111/famp.12585>

Lewandowski, G., & Murray, P. (2020). National: Relationships weather the pandemic. Few report love life changes during the outbreak. Research report, Released: Thursday, May 21, 2020 https://www.monmouth.edu/polling-institute/reports/monmouthpoll_us_05_2120/

McGonagle, K. A., & Kessler, R. C. (1990). Chronic stress, acute stress, and depressive symptoms. *American journal of community psychology*, 18(5), 681-706. <https://doi.org/10.1007/BF00931237>

3. Can self-concept clarity protect against a pandemic?

Elisabetta Crocetti (University of Bologna, Italy)

This study sought to investigate whether self-concept clarity, which refers to the extent to which beliefs about the self are clearly and confidently defined, internally consistent and stable over time (Campbell et al., 1996), can help face the ongoing COVID-19 pandemic. It has been largely highlighted that self-concept clarity matters strongly for individuals' adjustment (for reviews see Crocetti & Van Dijk, 2016; Lodi-Smith & DeMarree, 2018). So we examined whether it could also be protective against severe and unexpected threats.

In order to do so, we analyzed self-concept clarity and negative affect in people who experienced the COVID-19 outbreak in Italy. Participants were 287 young Italian adults (52% female; $M_{\text{age}} = 22.68$ years, $SD_{\text{age}} = 2.62$), who completed twelve day-to-day assessments at the beginning of March 2020. This period was particularly important, as it corresponded to the introduction of the first lockdown (i.e., the study started a week before the lockdown measure and ended five days after its introduction).

Results from multilevel growth modelling showed that individuals low in self-concept clarity reported the highest levels of negative affect across the study period, compared to individuals high in self-concept clarity. Moreover, after issuing the lockdown measure, individuals high in self-concept clarity showed a steeper increase in their daily level of negative affect, compared to individuals low in self-concept clarity, indicating their responsiveness to the new situation. Thus, these results showed that individuals showing lower levels of self-concept clarity displayed not only higher negative affect but also a reduced reactivity to the lockdown measure. In contrast, those who showed a higher level of self-concept clarity displayed lower negative affect and

increased reactivity to the measure. Moreover, in response to the home isolation order, the observed negative affect levels for these individuals increased rapidly, but then showed a decline.

Interestingly, daily negative affect changes were almost unrelated to an objective index of total COVID-19 infection progression, as represented by the total number of cases up to the day. This result likely suggests that citizens' emotional state in the early phases of the pandemic development was mostly responsive to the daily new directives issued by the Government, such as the decision to restrict the access to some protected areas, and then to order a lockdown, because these latter were considered the objective indicators of the gravity of COVID-19 spread. It is likely that, after the beginning of the lockdown, when individuals were isolated into their homes, the daily report of the new COVID-19 cases had a higher and threatening impact (see Alessandri, Filosa et al., 2020).

This study has important theoretical and practical implications. From a theoretical point of view, the adaptive value of self-concept clarity was confirmed, not only in normal conditions but also in unpredictable ones, like a pandemic outbreak is. Also, two crucial mechanisms through which self-concept clarity relates to emotional adjustment were clarified: the first one is linked to the low level of daily negative affect experienced by individuals; the second, is instead captured by the ability of individuals with a clear self-concept to fine-tune their internal emotional state on external contingencies, and then swiftly get back to their usual level. Absolute level and changeability are two key components of the adaptive "emotional dynamics", describing the volatile, but predictable, nature of emotions across time characterizing healthy subjects (Frijda, 2006). From a practical point of view, this study points to the psychological impact of the lockdown measure issued by the Italian Government in response to the COVID-19 outbreak. Given that increased negative emotions have been

linked to depression and major emotional dysfunctions (Gross & Jazaieri, 2014; Joormann & Vanderlind, 2014), reducing the impact of such critical events, such as the lockdown, is of utmost importance. In this regard, this study highlights the protective role of self-concept clarity and its impact on emotional responding to the lockdown measure in Italy.

Reference to original publication

Alessandri, G., De Longis, E., Golfieri, F., & Crocetti, E. (2021) Can self-concept clarity protect against a pandemic? A daily study on self-concept clarity and negative affect during the COVID-19 outbreak. *Identity*, 21(1), 6-19.
<https://doi.org/10.1080/15283488.2020.1846538>

Selected references

- Alessandri, G., Filosa, L., Tisak, M. S., Crocetti, E., Crea, G., & Avanzi, L. (2020). Moral disengagement and generalized social trust as mediators and moderators of rule-respecting behaviors during the COVID-19 outbreak. *Frontiers in Psychology*, 11, 2102.
<https://doi.org/10.3389/fpsyg.2020.02102>
- Campbell, J. D., Trapnell, P. D., Heine, S. J., Katz, I. M., Lavallee, L. F., & Lehman, D. R. (1996). Self-concept clarity: Measurement, personality correlates, and cultural boundaries. *Journal of Personality and Social Psychology*, 70(1), 141–156.
<https://doi.org/10.1037/0022-3514.70.1.141>
- Crocetti, E., & Van Dijk, M. P. A. (2016). Self-concept clarity. In R. J. R. Levesque (Ed.), *Encyclopaedia of adolescence* (pp 1–5) Springer International Publishing.
https://doi.org/10.1007/978-3-319-32132-5_808-2
- Frijda, N. H. (2006). *The laws of emotions*. Lawrence Erlbaum
- Gross, J. J., & Jazaieri, H. (2014). Emotion, emotion regulation, and

psychopathology: An affective science perspective. *Clinical Psychological Science*, 2(4), 387–401. <https://doi.org/10.1177/2167702614536164>

Joormann, J., & Vanderlind, W. M. (2014). Emotion regulation in depression: The role of biased cognition and reduced cognitive control. *Clinical Psychological Science*, 2(4), 402–421. <https://doi.org/10.1177/2167702614536163>

Lodi-Smith, J., & DeMarree, K. G. (Eds.). (2018). *Self-concept clarity: Perspectives on assessment, research, and application*. Springer. <https://doi.org/10.1007/978-3-319-71547-6>

4. Development of Parent-Adolescent Relationships During the COVID-19 Pandemic: The Role of Stress and Coping

Monika Donker (Utrecht University, the Netherlands)

The coronavirus disease 2019 (COVID-19) pandemic and the extensive measures to prevent spread of the virus have had a major impact on the daily life of families (Masten & Motti-Stefanidi, 2020). Compared to other disasters, the COVID-19 pandemic is unique in that extensive restrictive measures were taken to prevent the spread of the virus, including lockdown, homeschooling, and working from home (Brock & Laifer, 2020; Hale et al., 2020). This has put much pressure on families and might have particularly affected the relationships between parents and adolescents.

Our longitudinal, multi-informant, and pre-registered study used two waves of data from the In Transition project, collected in fall 2019 -before the pandemic outbreak- and spring 2020, after COVID-19 was officially declared a pandemic. Using data from 240 adolescents (50% girls; Mage 11.4 years) and one of their parents (85% mothers; Mage 44.2 years old), we examined whether

parenting (i.e., parent-reported positive parenting and discipline practices; (Frick, 1991) and relationship quality (i.e., adolescent-reported support and negative interaction; Furman & Buhrmester, 1985) changed from the pre-COVID-19 to the COVID-19 period. Moreover, we examined the role of parents' and adolescents' experience of COVID-19-related stressors (Sarason et al., 1978), active coping (Schreurs et al., 1988), and their interaction on relationship change.

Contrary to our expectations that spending more time together might increase relational warmth and involvement, we found that adolescents on average experienced less parental support during the COVID-19 period compared to before. Also, parents reported a decrease in their positive parenting. Perhaps spending more time together makes the daily hassles that characterize parent-child relationships in adolescence less avoidable (Branje, 2018), resulting in an experienced decline in warmth. Moreover, both parents and adolescents might feel deprived of their usual escapes from these daily irritations when they cannot go to work or school (Keijsers & Bülow, 2020; Shockley et al., 2020).

However, on average we also found that adolescents reported decreased levels of negative interaction and parents remained stable in their discipline practices. It could be that the lockdown measures have temporarily put on hold the need to discuss frequent conflict issues, such as going out and spending time with friends. Also, parents and adolescents might be more careful to engage in negative interactions about issues such as homework, irritating behavior and phone or computer time, because they have to spend so much time together and want to maintain a positive family climate (Fioretti et al., 2020; Hafstad et al., 2012; Lindgaard et al., 2009).

Furthermore, we found that parents of adolescents who reported more active coping reported a smaller decline in positive parenting, but only when the adolescents experienced low levels of COVID-19-related

stress. When adolescents experienced high levels of stress during the COVID-19 pandemic, and were used to employing active coping strategies, their parents reported a larger decline in positive parenting. This suggests that active coping practices, such as seeking social support, might not suffice when people experience many COVID-19-related stressors. Moreover, such coping strategies might be more difficult to employ during times of social distancing. Parents might have the feeling that they lack the parenting resources to help their children who needed social support to cope with challenging situations (Armstrong et al., 2005).

Overall, our findings suggest that it might be hard for parents to stay supportive during the pandemic, but also that families seem more careful to not enter negative interaction patterns. It should be noted that the effects of COVID-19 might differ from family to family. Especially the relationships of parents with adolescents who experience much COVID-19-related stress and are used to employ active coping strategies suffer from the social distancing and lockdown measures in terms of parental involvement. Policy makers should thus not generalize their approach but target those youth that are most at risk. Also, it might be important for parents to first support their own well-being, before they can support the broader family (Hafstad et al., 2012). Social workers and the extended family should be sensitive to signs that parents need help to support their children to prevent a negative vicious cycle (Gruber et al., 2020; Masten & Motti-Stefanidi, 2020).

Reference to original publication:

Donker, M., Mastrotheodoros, S. & Branje, S. Development of Parent-Adolescent Relationships During the COVID-19 Pandemic: The Role of Stress and Coping.

Link to a preprint:
<https://psyarxiv.com/urmt9/>

Link to the project:
<https://www.uu.nl/en/research/intransition>

Selected references:

- Armstrong, M. I., Birnie-Lefcovitch, S., & Ungar, M. T. (2005). Pathways between social support, family well-being, quality of parenting, and child resilience: What we know. *Journal of Child and Family Studies*, 14(2), 269–281. <https://doi.org/10.1007/s10826-005-5054-4>
- Branje, S. (2018). Development of parent–adolescent relationships: Conflict interactions as a mechanism of change. *Child Development Perspectives*, 12(3), 171–176. <https://doi.org/10.1111/cdep.12278>
- Brock, R. L., & Laifer, L. M. (2020). Family science in the context of the COVID-19 pandemic: Solutions and new directions. *Family Process*, 59(3), 1007–1017. <https://doi.org/10.1111/famp.12582>
- Fioretti, C., Palladino, B. E., Nocentini, A., & Menesini, E. (2020). Positive and negative experiences of living in COVID-19 pandemic: Analysis of Italian adolescents' narratives. *Frontiers in Psychology*, 11(November), 1–11. <https://doi.org/10.3389/fpsyg.2020.59531>
- Frick, P. J. (1991). The Alabama Parenting Questionnaire (APQ). Unpublished rating scale. University of Alabama.
- Furman, W., & Buhrmester, D. (1985). Children's perceptions of the personal relationships in their social networks. *Developmental Psychology*, 21(6), 1016–1024. <https://doi.org/10.1037//0012-1649.21.6.1016>
- Gruber, J., Prinstein, M. J., Clark, L. A., Rottenberg, J., Abramowitz, J. S., Albano, A. M., Aldao, A., Borelli, J. L., Chung, T., Davila, J., Forbes, E. E., Gee, D. G., Hall, G. C. N., Hallion, L. S., Hinshaw, S. P., Hofmann, S. G., Hollon, S. D., Joormann, J., Kazdin, A. E., ... Weinstock, L. M. (2020). Mental health and clinical psychological science in the time of COVID-19: Challenges, opportunities, and a call to action. *American Psychologist*. <https://doi.org/10.1037/amp0000707>

-
- Hafstad, G. S., Haavind, H., & Jensen, T. K. (2012). Parenting after a natural disaster: A qualitative study of Norwegian families surviving the 2004 tsunami in Southeast Asia. *Journal of Child and Family Studies*, 21(2), 293–302. <https://doi.org/10.1007/s10826-011-9474-z>
- Hale, T., Webster, S., Petherick, A., Philips, T., & Kira, B. (2020). Oxford COVID-19 government response tracker.
- Keijsers, L., & Bülow, A. (2020). Growing up in times of COVID-19: When a window of opportunity is temporarily closed. In E. Aarts, H. Fleuren, M. Sitskoorn, & T. Wilthagen (Eds.), *The New Common: Coping with Corona in Everyday Life*.
- Lindgaard, C. V., Iglebaek, T., & Jensen, T. K. (2009). Changes in family functioning in the aftermath of a natural disaster: The 2004 tsunami in Southeast Asia. *Journal of Loss and Trauma*, 14(2), 101–116. <https://doi.org/10.1080/15325020802537138>
- Masten, A. S., & Motti-Stefanidi, F. (2020). Multisystem resilience for children and youth in disaster: Reflections in the context of COVID-19. *Adversity and Resilience Science*, 1, 95–106. <https://doi.org/10.1007/s42844-020-00010-w>
- Sarason, I. G., Johnson, J. H., & Siegel, J. M. (1978). Assessing the impact of life changes: Development of the Life Experiences Survey. *Journal of Consulting and Clinical Psychology*, 46(5), 932–946. <https://doi.org/10.1037//0022-006x.46.5.932>
- Schreurs, P. J. G., Van de Willige, G., Tellegen, B., & Brosschot, J. F. (1988). *De Utrechtse Coping Lijst: UCL (Handleiding)*. [The Utrecht Coping List: UCL (Manual)]. Swets & Zeitlinger.
- Shockley, K. M., Clark, M. A., Dodd, H., & King, E. B. (2020). Work-family strategies during COVID-19: Examining gender dynamics among dual-earner couples with young children. *Journal of*

Applied Psychology.
<https://doi.org/10.1037/apl0000857>

5. Reported Changes in Adolescent Psychosocial Functioning during the COVID-19 Outbreak

Sabina Kapetanovic (University West, Trollhättan, Sweden)

For many, not least for adolescents, drastic public health measures such as social distancing and the closure of educational institutions have been some of the most difficult challenges posed by the Covid-19 outbreak. In Sweden, upper secondary education and universities moved to distance schooling as of March 2020.

Given that adolescents seem to be particularly vulnerable to mental health problems (1), professionals have raised concerns about the effect of the pandemic on adolescents' psychosocial functioning (2), particularly due to the precautions of distance schooling and social distancing. In this paper, we aimed to show adolescents' thoughts and behaviors around the Covid-19 outbreak as well as to report changes in substance use, everyday life, relations, victimization, and mental health during the pandemic. We also tested whether the reported changes differed in terms of adolescent gender and distance-school education.

Methods

The project COVIDung was designed to recruit adolescents of ages 15 to 19 to study adolescents' social relations, individual characteristics, and psychosocial changes during the COVID-19 outbreak. Participant recruitment and survey completion through an online survey occurred between 8 June and 7 July 2020. The dates corresponded with the end of the semester and the beginning of summer vacation for students both at lower and upper secondary schools. The final sample consisted of 1767 adolescents (50.2% females). About 76% were students in upper secondary school (ages 17–19). Out of total, about 80% of

adolescents in the sample moved to distance education as of March.

Results

First, the majority of the adolescents (65.9–92.2%) had positive views of how the government is handling the situation, and a good outlook toward the future. Most of the adolescents (77.8–92.3%) also reported that they complied with the rules of the government to contain the virus.

Further, most adolescents reported that their substance use, relations with family and friends as well as everyday lives were unchained, although there was some variation within the sample. Around 17 % of adolescents reported an increase in alcohol use. While one third of adolescents in the sample reported a decrease in spending time with family doing fun things, another third of adolescents indicated that conflict with parents had increased. In addition, a total of 49.6% of adolescents reported a decrease in meeting with friends offline. While 47.7% of adolescents had more time for things they had not had time for before, 35.9% reported a decrease in having control of their everyday life.

Finally, the majority of the adolescents reported that they had more internalizing symptoms, such as being sad, anxious, and lonely, and externalizing symptoms, such as being angry and arguing, during the pandemic compared to before the Covid-19 outbreak.

Particularly girls and students who had distance education reported having negative relational and everyday life changes as well as poorer mental health during the Covid-19 pandemic.

Discussion

For many adolescents, the new normal introduced by governmental restrictions included poorer psychosocial functioning. Some of the changes were particularly evident in girls and students who had distance education. Social support plays a critical role for development of resilience (3). When such a critical element of adolescent lives is lacking, as it does when schools are closed, it may have negative impacts on

adolescent psychosocial adjustment. This may be especially true during times of crisis, such as a pandemic (4). In addition, lacking the support from parents or the structure that schools provide, can result in sleep problems, a less healthy diet, dysfunctional coping strategies and in turn poorer mental health (2). Moreover, given that peers provide strong support in terms of well-being (5), another potential explanation is that adolescents may perceive more mental health problems related to reduced socializing with peers. Such hypotheses should be investigated in future research.

Society must take action in times of crises and social distancing in order to make sure that adolescents have all the support they need to be able to handle the challenges they face. Adolescents need to be engaged in creating governmental policies and have opportunities to be guided into the future. When everyday school support is harder to reach for adolescents, schools need to maintain and expand mental health support services.

Reference to original publication:

Kapetanovic, S., Gurdal, S., Ander, B., Sorbring, E. (2021). Reported Changes in Adolescent Psychosocial Functioning during the COVID-19 Outbreak. *Adolescents*, 1, 10-20.

<https://doi.org/10.3390/adolescents1010002>

Link to publication:

<https://www.mdpi.com/2673-7051/1/1/2>

Link to project (however the page is in Swedish):

<https://www.hv.se/forskning/forskningsprojekt/barn-och-ungdomar/covidung/>

Selected references:

1. Paus, T., Keshavan, M. & Giedd, J. (2008). Why do many psychiatric disorders emerge during adolescence?. *Nature Reviews Neuroscience*, 9, 947–957. <https://doi.org/10.1038/nrn2513>
2. Guessoum, S.B., Lachal, J., Radjack, R., Carretier, E., Minassian, S., Benoit, L., Moro, M.R. (2020). Adolescent

-
- psychiatric disorders during the covid-19 pandemic and lockdown. *Psychiatry Research*, 291, 113264. Doi: 10.1016/j.psychres.2020.113264
3. Masten, A. S., & Barnes, A. J. (2018). Resilience in children: Developmental perspectives. *Children*, 5(7), 98.
 4. Masten, A. S., & Narayan, A. J. (2012). Child development in the context of disaster, war, and terrorism: Pathways of risk and resilience. *Annual review of psychology*, 63, 227-257.
 5. Moore, G. F., Cox, R., Evans, R. E., Hallingberg, B., Hawkins, J., Littlecott, H. J., ... & Murphy, S. (2018). School, peer and family relationships and adolescent substance use, subjective wellbeing and mental health symptoms in Wales: a cross sectional study. *Child indicators research*, 11(6), 1951-1965.

6. Young adults' personal concerns during the COVID-19 pandemic in Finland: an issue for social concern

Mette Ranta (University of Helsinki, Finland)

This study focuses on how young adults in Finland have faced the COVID-19 pandemic by investigating their personal concerns about their own mental well-being, future career or studies and personal economic situation. In addition, we studied young adults' risk of financial vulnerability from a perceived or subjective, rather than the often-used objective, perspective. The specific study aims were to examine how Finnish young adults (aged 18-29) differ in their personal concerns about the effects of the pandemic compared to the general working-age population (aged 30-65) and which person- and context-related antecedents (i.e., life satisfaction, perceived financial situation, generalized trust, task avoidance) and sociodemographic characteristics (gender, age, and education) relate to these personal concerns.

Data of Finnish young adults aged 18-29 (n = 222), who participated in the "Corona

Consumers" survey (N = 1,000) of the DigiConsumers research project during the peak of the COVID-19 pandemic in April 2020, were analyzed by path analysis and compared to participants aged 30-65 by independent samples t-test. The data represented the population of Finland by gender, age, education, and area of residence. The study results highlighted inequality in the effects of the social crisis from an economic and demographic perspective. The main results showed the alarming subjective experiences of Finnish youth during the COVID-19 pandemic. Levels of life satisfaction and economic situation of the youth population were lower than in the general population, as well as their perceived generalized trust. Furthermore, young adults exhibited significant personal concerns in diverse age-related life domains. Young adults were significantly more concerned about the effects of the COVID-19 pandemic on their mental well-being, their career or studies and their economic situation than older people. Females were more concerned about their mental well-being than males. Among youth, lower life satisfaction was related to concerns about the effects of the pandemic on mental well-being, and lower satisfaction with economic situation was related to concerns about the effects of the pandemic on the career or studies and economic situation. Young adults' predisposition to avoid difficult situations, i.e., their task avoidance, was related to more frequent concerns in all domains (mental well-being, career/studies, and economic situation), whereas generalized trust and level of education were not.

Following the theory of attributional strategies (Nurmi et al., 1995), according to this study, young adults seem to perceive the present situation as something out of their own control, expecting future failure (Elliott, 2008). Pessimistic, task avoidant youth also perceived their life satisfaction (Ranta et al., 2013) and financial situation as weaker, complementing previous research, which has shown how use of functional strategies in youth transitions relate to increased income

and low levels of economic pressure (Ranta et al., 2012).

The effects of the crisis on young adults' overall well-being are a social and societal concern. The data collected at the peak of the pandemic portrays the vulnerability of youth at a demanding life phase. The personal concerns reflect the effects previous economic recessions have had on youth. What is different now though, is the uncertainty of the situation. Pessimistic youth prone to low levels of agentic behavior tend to see the crisis as uncontrollable. The study highlights the urgent need for individual support and strong youth policies for youth empowerment, mental health, and career advancement in the pandemic aftermath.

Reference to original publication

Ranta, M., Silinskas, G., & Wilska, T-A. (2020). Young adults' personal concerns during the COVID-19 pandemic in Finland: an issue for social concern. *International Journal of Sociology and Social Policy*, 40(9/10), 1201-1219.
<https://doi.org/10.1108/IJSSP-07-2020-0267>

Link to fulltext:
<https://researchportal.helsinki.fi/publications/young-adults-personal-concerns-during-the-covid-19-pandemic-in-fi>

Link to the project:
<https://digiconsumers.fi/en/home/>

Selected references

Elliot, A. J. (2008), *Handbook of Approach and Avoidance Motivation*, Taylor & Francis, New York.

Nurmi, J.-E., Salmela-Aro, K. and Haavisto, T. (1995), "The strategy and attribution questionnaire: psychometric properties", *European Journal of Psychological Assessment*, Vol. 11 No. 2, pp. 108-121.

Ranta, M., Punamäki, R.-L., Tolvanen, A. and Salmela-Aro, K. (2012), "The role of financial resources and agency in success and satisfaction regarding developmental tasks in early adulthood",

in Blair, S. L. (Ed.), *Economic Stress and the Family (Contemporary Perspectives in Family Research, Vol. 6)*, Emerald, Bingley, pp. 187-233.

Ranta, M., Chow, A. and Salmela-Aro, K. (2013), "Trajectories of life satisfaction and the financial situation in the transition to adulthood", *Longitudinal and Life Course Studies*, Vol. 4, pp. 57-77.

7. Does the COVID-19 pandemic impact parents' and adolescents' well-being?

Loes Janssen (Leiden University, Leiden, The Netherlands)

In the Netherlands, at March 15th 2020, measures of social distancing enforced all Dutch citizens to stay home and work remotely as much as possible, public spaces (e.g., schools, offices, parts of public transport, theatres) were closed and public gatherings were prohibited. Distinct domains such as family life, school, and work suddenly coincided and families faced an unforeseen increase in hours spent together under the same roof. Adolescents and their families may be particularly affected by this enforced proximity, as adolescents strive to become independent and focus more on socializing and spending time with friends rather than with their families (Steinberg, 2005; Steinberg & Silk, 2002). The increased family time could have positive consequences (i.e., bring family members closer together). However, factors related to the pandemic or lockdown could also negatively affect families and their well-being (i.e., Cava et al., 2005; Sprang & Silman, 2013).

The current study examined the impact of the COVID-19 pandemic on daily affect and parenting of both Dutch parents (n = 67) and adolescents (n = 34). The aims were: (1) To explore parents' and adolescents' daily difficulties and helpful activities during the COVID-19 pandemic, (2) to examine and compare positive and negative affect of both parents and adolescents during 2 weeks of the COVID-19 pandemic (14-28 April 2020)

and a similar 2-week period pre-pandemic, (3) to examine and compare (perceived) parenting behaviors in terms of parental warmth and criticism towards the adolescent (as assessed by both the adolescent and the parent) during 2 weeks of the COVID-19 pandemic and a similar 2-week period pre-pandemic, (4) to examine whether parents' and adolescents' levels of IU at baseline are associated with affect and parenting behaviors in general, and (5) as well as with the hypothesized changes in affect and (perceived) parental warmth and criticism. Parents and adolescents both indicated that missing social contact with friends, irritations with family members, and worrying about the health of others made it difficult throughout the days. Watching television/series, online contact with relatives and friends, and being together with the family helped parents and adolescents throughout the days. Additionally, adolescents struggled with boredom, while this was not the case for parents. Multilevel analyses showed that only parents' negative affect increased as compared to the period pre-pandemic, whereas this was not the case for adolescents' negative affect, positive affect and parenting behaviors (from both the adolescent and parent perspective). The results suggested however the presence of heterogeneity among individuals, which is in line with the theoretical notion of differential susceptibility (e.g., Pluess & Belsky, 2010). Whether or not parents and adolescents experience (emotional) problems during lockdown can clearly vary. Moreover, it was found that in general, intolerance of uncertainty was linked to adolescents' and parents' negative affect and adolescents' positive affect. However, intolerance of uncertainty, nor any pandemic related characteristics (i.e., living surface, income, relatives with COVID-19, hours of working at home, helping children with school and contact with COVID-19 patients at work) were linked to the increase of parents' negative affect during COVID-19. It can be concluded that, on average, parents and adolescents in our sample (consisting of

relatively healthy parents and adolescents) seem to deal fairly well with the circumstances. Individuals differed however to what extent the COVID-19 pandemic influenced their affect and (perspective of) parenting behavior. Policy makers and mental health professionals working to prepare for potential disease outbreaks should be aware that the experience of being quarantined might affect individuals differently. Each parent and adolescent could therefore benefit from a different coping strategy, as 'one size does not fit all'. Providing easily accessible and safe ways to increase online contact for all ages and layers of society, recommending to search for distraction such as listening to music or watching television, and helping to accept the uncertain situation are for instance potential coping strategies. In this way, individuals can find ways that suit their own personal needs in order to benefit their well-being in times of a lockdown and social distancing measures.

Reference to original publication

Janssen, L. H. C., Kullberg, M.-L. J., Verkuil, B., van Zwieten, N., Wever, M. C. M., van Houtum, L. A. E. M., ... Elzinga, B. M. (2020). Does the COVID-19 pandemic impact parents' and adolescents' well-being? An EMA-study on daily affect and parenting. *PLOS ONE*, 15(10), e0240962. doi:10.1371/journal.pone.0240962

Link to publication: <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0240962>

Link to project: <https://www.re-pair.org/>

Selected references

Cava, M. A., Fay, K. E., Beanlands, H. J., McCay, E. A., & Wignall, R. (2005). The Experience of Quarantine for Individuals Affected by SARS in Toronto. *Public Health Nursing*, 22(5), 398–406. doi:10.1111/j.0737-1209.2005.220504.x

Pluess, M., & Belsky, J. (2010). Differential susceptibility to parenting and quality child care. *Developmental Psychology*, 46(2), 379–390. doi:10.1037/a0015203

-
- Sprang, G., & Silman, M. (2013). Posttraumatic Stress Disorder in Parents and Youth After Health-Related Disasters. *Disaster Medicine and Public Health Preparedness*, 7(1), 105–110. doi:10.1017/dmp.2013.22
- Steinberg, L. & Silk, J.S. (2002). Parenting adolescents. In M.H. Bornstein (Ed.) *Handbook of Parenting* (pp. 103-133). Mahwah, NJ: Lawrence Erlbaum Associates.
- Steinberg, L. (2005). Cognitive and affective development in adolescence. *Trends in Cognitive Sciences*, 9(2), 69–74. doi:10.1016/j.tics.2004.12.005

8. A mixed methods research approach to investigate undergraduate students' perceptions of changes enforced due to COVID-19

Christina Zourna (University of Macedonia, Thessaloniki, Greece)

During spring semester 2019-2020 major changes took place in universities around the globe due to the COVID-19 outbreak. University closures increased pressure on students and affected their mental health as they faced complex unprecedented challenges such as adapting to distance learning, isolation from peers, concerns about family, health, and financial security. All these led students to loneliness and disconnection as well as increased stress about their future career prospects.

Our research team decided to investigate how undergraduate students at the University of Macedonia, Thessaloniki perceived the change from face-to-face on campus to synchronous online education as well as their coping and career management skills development. The present research also provides a clear example of a multivariate exploratory methodology which clustered the students based on their distinct characteristics.

RQ1: How did undergraduate students perceive the sudden changes due to COVID-19?

RQ2: How did undergraduate students manage to cope with these changes?

Methodology

Mixed methods (Bazeley, 2018; Creswell, 2014; Fetters & Molina-Azorin, 2019): a multilevel embedded sequential explanatory design including a participant selection model which came in accordance with the results of the preceding Multiple Correspondence (MCA) and Hierarchical Cluster (HCA) Analyses (Benzécri, 1973, 1982; Le Roux, & Rouanet, 2010).

Research Instruments. Quantitative: A survey questionnaire with 17 closed-ended questions (with two or more alternatives at a 5-point Likert scale), two open-ended and ten socio-demographics questions. Qualitative: Online focus groups discussions and semi-structured individual interviews.

Implementation of the Mixed Methods Research Design. 1st phase: A pilot study for testing and developing a suitable questionnaire for 2nd phase. 2nd phase: A quantitative approach with embedded qualitative data – Data analysis (Descriptive Statistics, MCA and HCA) – Participant selection model for 3rd phase. 3rd phase: A qualitative approach explaining quantitative findings – Data analysis (Grounded Theory). 4th phase: Triangulation and validation – Data comparison and integration – Mixed visualization and Discussion of results.

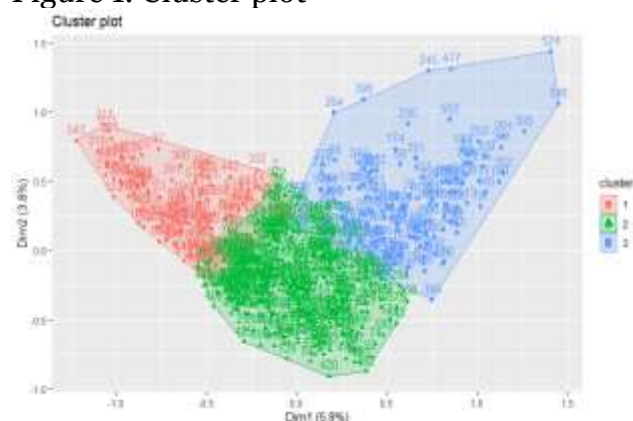
Sampling. 1st phase: The initial convenience sample of questionnaire testers selected according to certain criteria was contacted by e-mail, then snowball sampling followed. Thus, forty students participated in the pilot study and focus groups discussions. 2nd phase: The quantitative target population comprised of the active four-year undergraduate students in the eight university departments; 621 fully answered questionnaires were included in the analysis (a percentage of 21%). 3rd phase: The qualitative target population of 63 participants were chosen according to Creswell's Participant Selection Model. Then, by using the Maximal Variation Principle (Ivankova et al., 2006) eight students were

purposefully selected among these, to be individually interviewed.

Findings

Applied on the categorical data-set, MCA and HCA detected underlying structures and possible clusters among variables. As one can see in Figure 1, three clusters of students emerged: students in Cluster 1 (n=131, red colour, top left section) experienced positive feelings towards the changes; proving to be quite flexible they managed to balance work and study duties by integrating change in their everyday lives and are strongly in favour of online education settings. On the other hand, students in Cluster 3 (n=148, blue colour, top right section) experienced strong negative feelings towards the changes, felt serious lack of communication, socialization, the academic environment and the essence of 'being a student'; they strongly declared being in favour of face-to-face education. Finally, students in Cluster 2 (n=342, green colour, central section) experienced moderate feelings during the changes; after some initial inconvenience they managed to re-establish balance, integrated change, and by critically comparing both conditions they explicitly expressed favour of a combination of the two teaching and learning modalities.

Figure 1. Cluster plot



Discussion

The present research provides an innovative combination of methodological tools and procedures in order to investigate complex phenomena under chaotic and unpredictable circumstances. The paper has two main targets: on the one hand, providing a detailed

implementation of the mixed methods paradigm in combination with multivariate analysis methodology and, on the other hand, displaying in appropriate illustrations the undergraduate students' perceptions of the changes that occurred within the course of their studies due to the COVID-19 crisis.

Implications for research, practice and policy

University officials could use the research findings in order to make informed decisions about future online education, better planning and embracing modality integration in the Tertiary Education based on the students' perceptions who experienced the whole situation first-hand. Researchers may find multivariate analysis methods quite promising as they could highlight the importance of combinations of traits rather than just the frequency of their appearance in populations under research.

Reference to original publication:

Zourna, Ch., Papavassiliou-Alexiou, I., Koutsoupas, N., Papakota, A. A mixed methods research approach to investigate undergraduate students' perceptions of changes enforced due to COVID-19. (under peer review for a scientific journal)

Link to the pre-print:
[https://advance.sagepub.com/articles/preprint/A mixed methods research approach to investigate undergraduate students perceptions of changes enforced due to COVID-19/13606409](https://advance.sagepub.com/articles/preprint/A%20mixed%20methods%20research%20approach%20to%20investigate%20undergraduate%20students%20perceptions%20of%20changes%20enforced%20due%20to%20COVID-19/13606409)

Selected references:

- Bazeley, P. (2018). Integrating Analyses in Mixed Methods Research (1st Ed.). SAGE.
<https://dx.doi.org/10.4135/9781526417190>
- Benzécri, J.P. (1973). L'Analyse des Données. Tome 1: La taxinomie. Tome 2: L'Analyse des Correspondances. Dunod.
- Benzécri, J.P. (1982). Histoire et Préhistoire de l'Analyse des Données. Dunod.
- Creswell, J.W. (2014). Research Design. Qualitative, Quantitative, and Mixed Methods Approaches (4th Ed.). SAGE.

-
- Fetters, M.D., & Molina-Azorin, J.F. (2019). New Requirements to Include the Methodological Contribution in Articles Published in the Journal of Mixed Methods Research. *Journal of Mixed Methods Research*, 13(2), 138–142. <https://doi.org/10.1177%2F1558689819834753>
- Ivankova, N.V., Creswell, J.W., & Stick, S.L. (2006). Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice. *Field Methods*, 18(1), 3-20. <https://doi.org/10.1177%2F1525822X05282260>
- Le Roux, B., & Rouanet, H. (2010). *Multiple Correspondence Analysis* (Vol. 163). SAGE.

Ongoing projects

1. CoronaConsumers project

Mette Ranta (University of Helsinki, Finland)

Link to the project website:

<https://digiconsumers.fi/en/home/>;
<https://digiconsumers.fi/en/what-is-digiconsumers/#CoronaConsumers>

DigiConsumers is a multidisciplinary research consortium which focuses on the factors influencing consumption and economic behavior of young people. It is funded by the Strategic Research Council operating in connection with the Academy of Finland. Led by the University of Jyväskylä (Professor Terhi-Anna Wilska), the consortium also consists of University of Helsinki, University of Vaasa, Pellervo Economic Research PTT and Economy and youth TAT. The aim of the consortium is to develop new types of tools and learning methods to improve the financial skills of young people in digital environments. The consortium uses theories and methodologies from sociology, psychology, education, economics, information systems science and cognitive science and collaborates with societal, commercial, and political

institutions. The study focuses on three questions: 1.) How is digital technology changing young people's consumer cultures and financial behavior, and which social and cognitive-affective factors have an impact on consumption? 2.) What kinds of educational tools are needed for educational institutes, families and policy makers to improve young people's financial and digital skills and consumer competence? 3.) How to improve the ethical conduct of digital marketing and online services targeted to young people to create a socially, ethically, and economically sustainable consumer society?

COVID-19 pandemic related issues have been assessed in numerous data collections. Cross-sectional survey data on the impact of the pandemic on consumption, financial situation and well-being was collected in spring 2020 (n=1,000, ages 18-65). The data for the study described in this newsletter (Ranta et al., 2020) was taken from this survey. COVID-19 pandemic related issues were also assessed in the DigiConsumers cross-sectional survey on financial well-being during the pandemic, which was conducted in winter 2020 (N=1,000, ages 18-29). International collaboration is conducted in the FINEA (FINancial issues of Emerging Adults, PI Sorgente & Lanz, Catholic University of the Sacred Heart, Milan, Italy) research project. Furthermore, longitudinal data will be collected in 2021 and 2023 on attitudes and digital consumer behavior related to the pandemic (N=2,000, ages 18-29).

As a sister-project of DigiConsumers, the aim of the CoronaConsumers research project is to focus on the challenges generated by the COVID-19 pandemic regarding consumption and economic conditions of young adult consumers, specifically in digital consumer environments. In such unprecedented times, it is imperative to find tools for increasing social, economic and mental resilience of young adults (aged 18-29) in the economic turmoil brought on by the coronavirus. As our previous studies have shown, young adults have been especially susceptible to the economic hardships and challenges caused

by past economic crises as mass unemployment lowered both the incomes and general well-being of young adults. Our preliminary findings show that young adults are at a notably higher risk for becoming unemployed compared to other age groups. It has also been observed that young people are more distressed about their economic situation than other respondents. Because of the crisis, young people with low income and low digital skills will become increasingly vulnerable. However, the constructive and innovative ways that young people have been shown to use social media may enhance young people's resilience during the crisis. The main topics of interest in this project are young adults' consumption patterns, financial behaviour, and the economic situation changes during and after the crisis. This data on the impact of the pandemic will be collected in spring 2021 (N=3,000, ages 18-75). Focus group interviews on young adults in Finland and Sweden about the impact of the pandemic on graduation, employment and future visions will be completed in 2021 (n=40-50). Our research will take a comparative approach with other age groups. Additionally, data will be collected from Sweden (University of Gothenburg), where the public actions to mitigate the COVID-19 epidemic have differed from Finland. Furthermore, the influence of the digitalisation of consumption and everyday life on the social and economic resilience of young adults will be examined to see how the constructive use of digital environments can be improved and the challenges and opportunities present in the digitalised consumer society when managing the social and economic problems of youth. This research will increase awareness about the effects of the crisis on the economic status, consumption habits, and behaviours of young people in digital environments.

2. G(F)OOD together Corona research project

Nina van den Broek (Radboud University, Nijmegen, The Netherlands)

Research team: Nina van den Broek, Maaike Verhagen, Junilla Larsen, Jacqueline Vink (and external parties)

Link to the project website: www.ru.nl/goedvoorelkaar

Due to the measures taken during the coronacrisis (social distancing, closing of schools, limited leisure-time activities, having to rely on parents, less contact with friends), adolescents could face changes in the adequate performance of essential developmental tasks in the social domain. It is of utmost importance to investigate what the negative and positive effects are of the coronacrisis on the mental health and well-being of (vulnerable) youth, and to assess the differential impact of the coronacrisis and the resilience on the short- and longer-term of youth.

Research questions

The general research question of this Dutch ZonMw-funded project is: How are the social relationships (with parents and friends) affected by the coronacrisis, and what is its impact on the mental health and well-being of (vulnerable) youth? More specifically, in the current project, we aim to answer the following research questions:

- Building on longitudinal research from before the coronacrisis: What is the effect of the coronacrisis on the resilience of youth who had a lower mental health and well-being before the coronacrisis, compared to youth who had a higher mental health and well-being?
- Parents and friends: What is the effect of (changes in) parent- and friend-relationships during and after the coronacrisis on the well-being of youth?
- Macro- and micro-processes: What is the role of (fluctuations in) social relationships after the coronacrisis on (fluctuations in)

well-being of youth on the short- and longer-term?

- Lifestyle: What is the influence of (changes in) lifestyle behaviors during and after the coronacrisis on the well-being of youth?

Hypothesis: We expect that changes in social relationships (during and after the coronacrisis) are related to (changes in) mental health and wellbeing of youth, and that micro-processes and lifestyle play a role. We expect both negative and positive effects in (vulnerable) youth.



Plan of action

- Longitudinal survey study: Participants of the Dutch ongoing “G(F)OOD together!” research project (N = 700 youth; N = 500 parents; T1-T3 collected since 2017) will be asked to participate in follow-up measurement waves (T4-T7) in the school year of 2020/2021 to assess their social relationships, mental health, well-being, and lifestyle.
- Experience Sampling Method (ESM) study: A randomly selected group of 100 parent-child dyads will fill out a few short questions about their social relationships and mental health and well-being, 6 times a day for a week.
- Knowledge transfer: The results of this project will be used in several levels, varying from locally (schools, parents, municipalities, academic workplaces) to nationally (knowledge institutes, informative websites, policy makers), but also internationally (by means of scientific publications).

EARA Young Scholars activities at the digital EARA conference in Porto

Submitted by Daráine Murphy

Dear EARA-members,

We would like to give you an update on EARA Young Scholars, the network for all EARA student members and early career researchers. During the EARA conferences we organized several activities but also in between the conferences the EARA young scholar

Looking forward to EARA 2022

We are currently in the early stages of planning the 2022 conference in Dublin Ireland. We will be in touch with EARA young scholar members shortly to hear about what you would like to see at the conference from social activities to networking events we are currently generating ideas!

Emerging Scholars Spotlight

Each month we put a recent publication authored by an EARA Young Scholar in the spotlight. Written in an accessible, non-technical language, these spotlights are the best way to stay updated on the most recent work of our vibrant community! The spotlights are distributed by email to all EARA members, appear on the EARA website, and are shared on our Facebook page. If you are an EARA Young Scholar and recently published a study in an international journal, you can contact Flore Geukens (flore.geukens@kuleuven.be) to contribute to the next Emerging Scholar Spotlight.

Stay updated!

The monthly spotlights on recent work of EARA's young scholars together with interesting announcements, such as open vacancies, conference calls, and upcoming summer schools are posted on our Facebook page ([@earayoungscholars](#)) and Twitter page ([@EaraYoung](#)). Follow us and stay updated!

Your EARA Young Scholars Committee,

Daraine Murphy, Savaş Karatas, Flore Geukens, Maria Kwiatkowska, Susanne Schulz

EARA **Announcement**

Webinars

The EARA organizes a series of webinars for 2021 and 2022 with a strong methodological focus. The workshops will be offered online by MS Teams. They are free of charge for EARA members, while non-members can attend them paying a fee.

Advanced Structural Equation Modelling

- Organizers: Stefanos Mastrotheodoros & Susanne Schulz
- Date: March 19, 2021
- Time: 9:00 – 14:00 (with a 30min lunch break in between)
- Max. number of participants: 25

Understanding and practicing open science

- Organizer: Angelos Kryptos
- Date: June 18, 2021
- Time: 9:00 – 13:00
- Max. number of participants: 15 (registration for this webinar are now open, follow instructions below)

Writing articles in the open science era

- Organizer: Susan Branje
- Date: October 15, 2021
- Time: 9:00 – 13:00
- Max. number of participants: 15

Bayesian Statistics in Practice

- Organizer: Mariëlle Zondervan-Zwijenburg
- Date: December 9, 2021
- Time: 9:00 – 13:00
- Max. number of participants: 20

Identity across time: How to conceptualize and study identity on different time scales

- Organizers: Ole Gmelin, Vincent Yannick, Lianne de Moor, Mandy van der Gaag
- Date: March, 2022 (exact day TBD)
- Time: 9:00 – 13:00
- Max. number of participants: 25

Introduction to R

- Organizer: Tiago Ferreira
- Date: June, 2022 (exact day TBD)
- Time: 9:00 – 13:00
- Max. number of participants: 15

How to register?

Please note that each webinar can accommodate a limited number of participants; registrations will be accepted on a first-come-first-serve basis.

EARA members

Each webinar is **free of charge for EARA members**. Before registering, check the status of your EARA membership by logging in your account and verifying whether your membership is active. If yes, you can register directly for the workshop; if not, you need first to renew your membership and then to apply for the workshop. When you register, attach a screenshot of your account page,

where it is possible to verify if your membership is active (green).

Non-EARA members

If you are not an EARA member, the fee for each workshop is 30 Euros. You can pay by using Paypal or through a bank transfer following the details below. Please note that you need to attach a copy of your payment when you register. Alternatively, you can consider [joining the EARA](#) first. You can find more details in our webpage

[Webinars – Eara \(earaonline.org\)](#)

Videos from EARA Conference Porto 2020

Videos of keynotes, invited symposia, and discussions held at the last EARA conference (Porto, 2020) are now available to all EARA members. After logging in with your EARA account, you can enjoy the presentations.

<https://www.earaonline.org/resources/videos/>

EARA Publications

Alessandri, G., De Longis, E., Golfieri, F., & Crocetti, E. (2021). Can self-concept clarity protect against a pandemic? A daily study on self-concept clarity and negative affect during the COVID-19 outbreak. *Identity*, 21 (1), 6-19.

<https://doi.org/10.1080/15283488.2020.1846538>

Balaguer, A. Benítez, E., de la Fuente, J., Osorio, A. (2021). Maternal and paternal parenting styles as a whole: Validation of the simple form of the Parenting Style Evaluation Scale. *Annals of Psychology*, 37 (1), 77-87. <https://doi.org/fv59>

Becht, A. I., Klapwijk, E., Wierenga, L., Van der Cruijssen, R., Spaans, J., Van der Aar, L., Peters, S., Branje, S., Meeus, W., & Crone, E. (2020). Longitudinal Associations Between Structural Prefrontal Cortex and Nucleus Accumbens Development and Daily Identity Formation Processes Across Adolescence. *Developmental Cognitive Neuroscience*, 46, 100880.

<https://doi.org/10.1016/j.dcn.2020.100880>

Becht, A., Nelemans, S. A., Branje, S. J. T., Vollebergh, W. A. M., & Meeus, W. H. J. (2021). Daily Identity Dynamics in Adolescence Shaping Identity in Emerging Adulthood: An 11-Year Longitudinal Study on Continuity in Development. *Journal of Youth and Adolescence*.

<https://doi.org/10.1007/s10964-020-01370-3>

Becht, A. I., Wierenga, L. M., Mills, K., Meuwese, R., van Duijvenvoorde, A., Blakemore, S-J., Güroğlu, B., & Crone, E. A. (2021). Beyond the Average Brain: Individual Differences in Social Brain Development are associated with Friendship Quality. *Social Cognitive and Affective Neuroscience*, 16, 292-301.

<https://doi.org/10.1093/scan/nsaa166>

Belintxon, M., Osorio, A., de Irala, J., VanRiper, M., Reparaz, C., Vidaurreta, M. (2020). Connections between family assets and positive youth development: the association between parental monitoring and affection with leisure-time activities and substance use. *International Journal of Environmental Research and Public Health*, 17 (21), 8170.

<https://doi.org/fg72>

Borraccino, A., Berchiolla, P., Dalmasso, P., Sciannameo, V., Vieno, A., Lazzeri, G., Charrier, L., & Lemma, P. (2020). Connectedness as a protective factor in immigrant youth: results from the Health Behaviours in School-aged Children (HBSC) Italian study. *International Journal of Public Health*, 65(3), 303–312

<https://doi.org/10.1007/s00038-020-01355-w>

- Borraccino, A., Moro, G. L., Dalmasso, P., Nardone, P., Donati, S., Berchiolla, P., Charrier, L., Lenzi, M., Spinelli, A., Lemma, P., & the 2018 HBSC-Italia Group. (2020). Sexual behaviour in 15-year-old adolescents: insights into the role of family, peer, teacher, and classmate support. *Ann Ist Super Sanità*, 56(4) 522-53. DOI:10.4415/ANN_20_04_17
- Charrier, N., Dalmasso, P., Vieno, A., Sciannameo, V., Borraccino, A., Lemma, P., Ciardullo, S., Berchiolla, P., & the 2018 HBSC-Italia Group. (2020). 'Alcohol Use and Misuse: A Profile of Adolescents from 2018 Italian HBSC Data'. *Ann Ist Super Sanità*, 56(4), 531-537. DOI: 10.4415/ANN_20_04_18
- Crocetti, E., Albarello, F., Prati, F., & Rubini, M. (2021). Development of prejudice against immigrants and ethnic minorities in adolescence: A systematic review with meta-analysis of longitudinal studies. *Developmental Review*, 60. <https://doi.org/10.1016/j.dr.2021.100959>
- Crocetti, E., & Eckstein, K. (2021). The impact of migration on child and adolescent development: Diversity in migration pathways and experiences. *New Directions for Child and Adolescent Development*, 176, 7-11. <https://doi.org/10.1002/cad.20413>
- Danioni, F., Ranieri, S., & Villani, D. (2020). The Role of Personal Values in Gambling: A Preliminary Study with Italian Adolescents. *The Journal of Genetic Psychology*, 181(6), 413-426.
- De Moor, E. L., Van der Graaff, J., Van Doeselaar, L., Klimstra, T. A, & Branje, S. (2021). With a Little Help from my Friends? Perceived Friendship Quality and Narrative Identity in Adolescence. *Journal of Research on Adolescence*. 31(2), 384-401. <http://doi.org/10.1111/jora.12605>
- Doğan, A., Strohmeier, D., Kızıltepe, R., Gümüştan, D., & Yanagida, T. (2021). Effectiveness of the ViSC Social Competence Program in Turkish elementary schools. *International Journal of Developmental Science*. 14(3-4), 49-61. <https://doi.org/10.3233/DEV-200289>
- Fakkkel, M., Peeters, M., Lugtig, P., Zondervan-Zwijnenburg, M.A.J., Blok, E., White, T., van der Meulen, M., Kevenaar, S.T.G., Willemsen, Bartels, M., Boomsma, D.I., Schmengler H., Branje, S., Vollebergh, W.A.M. (2020). Testing sampling bias in estimates of adolescent social competence and behavioral control. *Developmental Cognitive Neuroscience*, 46, 100872. <https://doi.org/10.1016/j.dcn.2020.100872>
- Fandrem, H., Tvedt, M. S., Virtanen, T., & Bru, E. (2021). Intentions to quit upper secondary education among first generation immigrants and native Norwegians: The role of loneliness and peer victimization. *Social Psychology of Education* <https://doi.org/10.1007/s11218-021-09614-1>
- Ferrari, L., Ranieri, S., Canzi, E., Danioni, F & Rosnati, R. (in press). The quiet migration of adopted adolescents in Italy: Ethnic identity, reflected minority categorization, and ethnic discrimination. *Journal of Prevention & Intervention in the Community*.
- Gagné, T., Schoon, I., & Sacker, A. (2020). Health and voting over the course of adulthood: Evidence from two British birth cohorts. *Social Science and Medicine - Population Health*. doi:100531. 10.1016/j.ssmph.2019.100531
- Geukens, F., Maes, M., Cillessen, A.H.N., Colpin, H., Van Leeuwen, K., Verschueren, K., Goossens, L. Spotting loneliness at school: Associations between self-reports and teacher and peer nominations. *International Journal of Environmental Research and Public Health*, 18 (3), 971. <https://doi.org/10.3390/ijerph18030971>
- Gomez-Baya, D., Santos, T., & Gaspar de Matos, M. (2021). Developmental assets and positive youth development: an examination of gender differences in Spain. *Applied Developmental Science*, 1-23. <https://doi.org/10.1080/10888691.2021.1906676>

- Gomez-Baya, D., Tomé, G., Branquinho, C., & de Matos, M. G. (2020). Environmental Action and PYD. Environmental Action as Asset and Contribution of Positive Youth Development. EREBEA. *Revista de Humanidades y Ciencias Sociales*, 10, 53-68. <http://dx.doi.org/10.33776/erebea.v10i0.4953>
- Güroğlu, B., & Veenstra, R. (2021). Neural underpinnings of peer experiences and interactions: A review of social neuroscience. *Merrill-Palmer Quarterly*.
- Kaniušonytė, G, Nelson, L. J., & Crocetti, E. (2021). Not letting go: Self-processes as mediators in the association between child dependence on parents and well-being and adult status in emerging adulthood. *Family Process*. <https://doi.org/10.1111/famp.12656>
- Kapetanovic, S., & Boson, K. (2020). Discrepancies in parents' and adolescents' reports on parent-adolescent communication and associations to adolescents' psychological health. *Current Psychology*. <https://doi.org/10.1007/s12144-020-00911-0>
- Karataş, S., Crocetti, E., Schwartz, S. J., & Rubini, M. (2021). Psychological and social adjustment in refugee adolescents: The role of parents' and adolescents' friendships. *New Directions for Child and Adolescent Development*, 176, 123-139. <https://doi.org/10.1002/cad.20395>
- Kollerová, L., Soukup, P., Strohmeier, D., & Caravita, C. S. (2021). Teachers' active responses to bullying: Does the school collegial climate make a difference? *European Journal of Developmental Psychology*. <https://doi.org/10.1080/17405629.2020.1865145>
- Kretschmer, T. (2021). The value of multiple-generation cohorts for studying parenting and child development. *Child Development Perspectives*. <https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdep.12403>
- Landi, G., Pakenham, K. I., Crocetti, E., Grandi, S., & Tossani, E. (2021). Examination of the tripartite model of youth caregiving in the context of parental illness. *Psychology & Health*. <https://doi.org/10.1080/08870446.2020.1870116>
- Lorena Charrier, L., Canale, N., Dalmaso, P., Vieno, A., Sciannameo, V., Borraccino, A., Lemma, P., Ciardullo, S., Berchiolla, P & the 2018 HBSC-Italia Group (2020). Alcohol use and misuse: A profile of adolescents from 2018 Italian HBSC data. *Ann Ist Super Sanità*, 56, (4), 531-537 DOI: 10.4415/ANN_20_04_18.
- Marino, C., Lenzi, M., Canale, N., Pierannunzio, D., Dalmaso, P., Borraccino, A., Cappello, N., Lemma, P., Vieno, A., & The 2018 HBSC-Italia Group. Problematic social media use: Associations with health complaints among adolescents. *Ann Ist Super Sanità*, 56, (4), 514-521 DOI: 10.4415/ANN_20_04_16
- Mastrotheodoros, S., Kornienko, O., Umaña-Taylor, A., & Motti-Stefanidi, F. (2021). Developmental Interplay between Ethnic, National, and Personal Identity in Immigrant Adolescents. *Journal of Youth and Adolescence*. <https://doi.org/10.1007/s10964-021-01434-y>
- Mastrotheodoros, S., Papp, L., Graaff, J. V. der, Dekovic, M., Meeus, W., & Branje, S. (2021). Explaining Heterogeneity of Daily Conflict Spillover in the Family: The Role of Dyadic Marital Conflict Patterns. *Family Process*. <https://doi.org/10.1111/famp.12648>
- Mastrotheodoros, S., Pavlopoulos, V., & Motti-Stefanidi, F. (2021). Utrecht-Management of Identity Commitments Scale (UMICS): Greek Adaptation and Measurement Invariance Across Time and Ethnic Groups. *European Journal of Developmental Psychology*. <https://doi.org/10.1080/17405629.2020.1852921>

- Mastrotheodoros, S., Van der Graaff, J., Papp, L., Dekovic, M., Meeus, W., & Branje, S. (2021). Explaining Heterogeneity of Daily Conflict Spillover in the Family: The Role of Dyadic Marital Conflict Patterns. *Family Process*. DOI: 10.1111/famp.12648
- Meeus, W., Vollebergh, W., Branje, S., Crocetti, E., Ormel, J., Van de Schoot, R., Crone, E. A., & Becht, A. (2021). On Imbalance of Impulse Control and Sensation Seeking and Adolescent Risk: An Intra-individual Developmental Test of the Dual Systems and Maturational Imbalance Models. *Journal of Youth and Adolescence*, 50(5), 827-840. doi: 10.1007/s10964-021-01419-x.
- Nelemans, S. A., Boks, M., Lin, B., Oldehinkel, A. J., Van Lier, P. A. C., Branje, S., & Meeus, W. (2021). Polygenic risk for major depression interacts with parental criticism in predicting adolescent depressive symptom development. *Journal of Youth and Adolescence*, 50(1), 159-176. doi: 10.1007/s10964-020-01353-4.
- Ng-Knight, T. & Schoon, I. (2020). Self-control in early childhood: Individual differences in sensitivity to early parenting. *Personality*, <https://doi.org/10.1111/jopy.12595>
- Ng, K. W., Sudeck, G., Marques, A., Borraccino, A., Boberova, Z., Vasickova, J., Tesler, R., Kokko, S., & Samdal, O. (2020). Associations Between Physical Activity and Perceived School Performance of Young Adolescents in Health Behavior in School-Aged Children Countries. *Journal of Physical Activity and Health*. <https://doi.org/10.1123/jpah.2019-0522>
- Ranieri, S., Ferrari, L., Danioni, F. V., Canzi, E., Barni, P., Rosnati, R., & Rodriguez, M. R. (2021). Adoptees facing adolescence: What accounts for their psychological well-being? *Journal of Adolescence*, 89, 10-17.
- Reparaz, C., Rivas, S., Osorio, A., & Garcia-Zavala, G. (2021). A parental competence scale: dimensions and their association with adolescent outcomes. *Frontiers in Psychology*, 12(652884). <https://doi.org/f7fx>
- Rodríguez-Pérez, S.; Urrea-Monclús, A. (2020). Educational and social support for trans* people in childhood and adolescence. *University of Lleida Editions*. <https://doi.org/10.21001/monografics.8.2020>.
- Salmela-Aro, K., Tang, X., Symonds, J., & Upadaya, K. (2021). Student Engagement in Adolescence: A Scoping Review of Longitudinal Studies 2010-20. *Journal of Research on Adolescence*, 31(2), 253-481. <https://doi.org/10.1111/jora.12619>
- Schoon, I. (2020). Navigating an uncertain labor market in the UK: The role of structure and agency in the transition from school-to-work. *Annals of the American Academy of Political and Social Science*, 688(1), 77-92. doi:10.1177/0002716220905569
- Schoon, I. (2020). The Wellbeing of Children in the Face of Socio-Economic Deprivation and Family Instability. *Revue des Politiques Sociales et Familiales*, 131-2, 4, 51-66.
- Schoon, I. (2021). A Socioecological Developmental Systems Approach for the Study of Human Resilience. In Unger, M. (Ed.). *Multisystemic Resilience. Adaptations and Transformations in Contexts of Change* (pp.335-). Oxford University Press <9780190095888.pdf> (oup.com)
- Schoon, I. (2021). Towards an integrative taxonomy of social-emotional competences. *Frontiers in Psychology*, section Personality and Social Psychology <https://doi.org/10.3389/fpsyg.2021.515313>
- Schoon, I. & Bynner, J. (2019). Entering adulthood in the Great Recession: A tale of three countries (pp.57-83). In: Parke, R.D. & Elder, G.H. Jr. (Eds). *Children in Changing Worlds*. Cambridge University Press. doi: <https://doi.org/10.1017/9781108264846.003>
- Schoon, I., & Cook, R. (2021). Can Individual Agency Compensate for Background Disadvantage? Predicting Tertiary Educational Attainment among Males and Females. *Journal of Youth and Adolescence*. doi:10.1007/s10964-020-01290-2

-
- Schreuders, E., Braams, B., Crone, E. A., & Güroğlu, B. (2021). Friendship stability in adolescence is associated with ventral striatum responses to vicarious rewards. *Nature Communications*, 12, 313. doi.org/10.1038/s41467-020-20042-1.
- Schulz, S., Nelemans, S. A., Oldehinkel, A. J., Meeus, W., & Branje, S. (2021). Examining intergenerational transmission of psychopathology: Associations between parental and adolescent internalizing and externalizing symptoms across adolescence. *Developmental Psychology*, 57(2), 269-283. <https://doi.org/10.1037/dev0001144>.
- Schulz, S., Zondervan-Zwijnenburg, M., Nelemans, S. A., Veen, D., Oldehinkel, A. J., Branje, S., & Meeus, W. (2021). Transmission of internalizing symptoms through mother-adolescent interaction behavior: A Bayesian approach using informative priors. *Frontiers in Psychology*, 12:620802, <https://doi.org/10.3389/fpsyg.2021.620802>
- Settersten, R. A., Bernardi, L., Harkonen, J., Antonucci, T. C., Dykstra, P. A., Heckhausen, J., . . . , Schoon, I. & Thomson, E. (2020). Understanding the effects of Covid-19 through a life course lens. *Advances in Life Course Research*, 45
doi:10.1016/j.alcr.2020.100360
- Skinner, A. T., Gurdal, S., Chang, L., Oburu, P., & Tapanya, S. (2021). Dyadic Coping, Parental Warmth, and Adolescent Externalizing Behavior in Four Countries. *Journal of Family Issues*, 0192513X21993851.
- Solomontos-Kountouri, O. & Strohmeier, D. (2021). The need to belong as motive for (cyber)bullying and aggressive behavior among immigrant adolescents in Cyprus. *New Directions for Child and Adolescent Development*, 176, 1-20. <https://doi.org/10.1002/cad.20418>
- Strohmeier, D. & Gradinger, P. (2021). Teachers' knowledge and intervention strategies how to handle hate postings. *European Journal of Developmental Psychology*. <https://doi.org/10.1080/17405629.2021.1880386>
- Strohmeier, D., Gradinger, P. & Yanagida, T. (2021). The role of intrapersonal, interpersonal, family and school level variables in predicting bias-based cyber victimization. *Journal of Early Adolescence*. <https://doi.org/10.1177/02724316211010335>
- Strohmeier, D., Solomontos-Kountouri, O., Burger, C., & Doğan, A., (2021). Cross-national evaluation of the ViSC Social Competence Program: Effects on teachers. *European Journal of Developmental Psychology*. <https://doi.org/10.1080/17405629.2021.1877130>
- Tang, X., Upadyaya, K., & Salmela-Aro, K. (2021). School burnout and psychosocial problems among adolescents: Grit as a resilience factor. *Journal of Adolescence*, 86, 77-89. <https://doi.org/10.1016/j.adolescence.2020.12.002>
- Tang, X., Wang, M. T., Parada, F., & Salmela-Aro, K. (2021). Putting the Goal Back into Grit: Academic Goal Commitment, Grit, and Academic Achievement. *Journal of Youth and Adolescence*, 50(3), 470-484. <https://doi.org/10.1007/s10964-020-01348-1>
- Teuber, Z., Tang, X., Salmela-Aro, K., & Wild, E. (2021). Assessing Engagement in Chinese Upper Secondary School Students Using the Chinese Version of the Schoolwork Engagement Inventory: Energy, Dedication, and Absorption (CEDA). *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.638189>
- Tuovinen, S., Tang, X. & Salmela-Aro, K. (2020). Introversion and Social Engagement: Scale Validation, Their Interaction, and Positive Association with Self-Esteem. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2020.590748>
-

-
- Urrea-Monclús, A., Rodríguez-Pérez, S., Sala-Roca, J., Zárata-Alva, N. (2021). Psychoeducational instruments for socio-pedagogical intervention: validation of criteria employed in the situational test for socio-emotional competence development among young people (DCSE-J). *Pedagogía Social. Revista Interuniversitaria*, 37, 55-67. https://doi.org/10.7179/PSRI_2021.37.03
- Van Dijk, R., Valk, I. E. van der, Vossen, H. G. M., Branje, S., & Dekovic, M. (2021). Problematic internet use in adolescents from divorced families: The role of family factors and adolescents' self-esteem. *International Journal of Environmental Research and Public Health*, 18 (7):3385. doi: 10.3390/ijerph18073385.
- Van Houtum, L. A.E.M., Wever, M.C.M., Janssen, L. H.C., van Schie, C. C., Will, G. J., Tollenaar, M. S., & Elzinga, B. M. (2021). Vicarious Praise and Pain: Parental Neural Responses to Social Feedback about Their Adolescent Child. *Social Cognitive and Affective Neuroscience*, 16(4), 406-417. <https://doi.org/10.1093/scan/nsab004>.
- Vrijen, C., Wiertsema, M., Ackermans, M. A., van der Ploeg, R., & Kretschmer, T. (2021). Childhood and adolescent bullying and later substance use: A meta-analysis. *Pediatrics*, 147(3), e2020034751. <https://pediatrics.aappublications.org/content/147/3/e2020034751/tab-article-info>

Inquiries

The EARA newsletter is a publication of the European Association for Research on Adolescence, and is published twice a year. All inquiries about the content of the newsletter should be addressed to the editor:

Olga Solomontos-Kountouri, PhD
Theology School, Church of Cyprus
1-7, Isokratous Street,
1016, Nicosia
Cyprus
E-mail: o.solomontos-kountouri@theo.ac.cy